

FLUENCY ASSESSMENT SUMMARY

(Optional Form)

Student: _____ D.O.B.: _____ C.A. _____

SLP: _____ Grade/Program: _____ Date: _____

1. BEHAVIORAL COMPONENTS

a. Frequency of dysfluencies: ____/per 100 words produced in conversational context

b. Type(s) of dysfluencies observed:

- Whole multisyllabic word repetitions
- Whole monosyllabic word repetitions
- Part-word syllable repetitions
- Part-word speech sound repetitions
- Rephrasing or revision of sentences
- Pitch rise
- Abnormal rhythm, continuity, rate or effort interjections
- Broken words blocks/ phonatory arrest
- Silent or audible prolongations pauses

c. Blocks/phonatory arrest/sustained articulatory posture observed: No Yes

average duration of ____ seconds

d. Speech sound prolongations observed: No Yes

average duration of _____seconds

e. Schwa replacement for intended vowel observed: Yes No

f. Physical concomitants (secondary characteristics/struggle behaviors) observed:

- None perceived
- Noticeable to casual observer
- Only noticeable to trained observer
- Distracting or obvious to the listener

Description of behavior(s):

2. AFFECTIVE COMPONENTS

a. Student awareness and emotional reaction to dysfluencies:

- Not aware
- Often aware
- Always aware
- Occasionally aware

Student emotional reaction to dysfluencies:

- Not concerned
- Mildly frustrated
- Negative emotions often are observed/reported
- Negative emotions are frequently observed/reported

3. **COGNITIVE COMPONENTS**

a. Verbal or situational avoidance behaviors:

- None observed or reported
- Occasionally observed or reported
- Frequently observed or reported
- Consistently observed or reported in numerous situations

b. Peer reactions to dysfluencies:

- Appear unaware
- Frequent teasing noted/reported
- Aware; some teasing noted/reported
- Considerable teasing requires strong adult intervention

ADDITIONAL ASSESSMENT INFORMATION: